A02 – Design for the Unit and Learning Objectives

IT 7360

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1. **Design Unit of Study**
2. The unit of study I will conduct will be how humans interact with systems. This concept is in the Engineering and Technology framework from the Georgia Performance Standards. The 8th grade standard I will focus on will be: *MSENGR-TS-3: The students will develop an understanding of how humans interact with systems*. I plan to instruct students on how to use various web design sites. They will then develop a business in which to advertise for*. Goal 1: The student will understand how humans interact with systems to advertise, build business, sell products and services, and communicate with potential customers*. My four lessons will include: web design basics, web design widgets, business website etiquette, and online communication techniques. This unit also coincides with the STEM standard: *ENGR-STEM 2 – Students will identify the impact of engineering and technology within global, economic, environmental, and societal contexts. Goal 2: The student will be able to describe how technology influences the global economy.*
3. The unit of study will be titled: *The Business of Building a Business*. I will work with the 8th grade social studies teachers in order to implement this unit during their study of economy. The theme for this unit is business. The websites they design will be strictly professional sites that could be used for their future businesses. They will come to understand how humans work with computer systems (i.e. the Internet) to build, promote, and sustain a business. Students will be actively engaged and interested in this unit because it is something they could use later on. The skills they will acquire during this unit will be skills they can take into a 21st century workforce.
4. **Design Lessons**
5. **Lesson 1: The Business World**

**Standard:** *ENGR-STEM 2 – Students will identify the impact of engineering and technology within global, economic, environmental, and societal contexts.*

**Objective:** The student will be able to identify the impact that the internet has on the global economy by giving 3 different examples.

The teacher will ask open ended questions such as: How do companies make society aware of their products? What are some popular advertising techniques? What is the purpose of a slogan, motto, or jingle?

Students will brainstorm how companies advertise products. The students will discuss the impact the internet has had on the global economy. Students will explore sample business websites and write a paper on what makes them professional, unique, and trustworthy. Before starting to look at business websites, the teacher will go over what makes websites professional, unique, and trustworthy so that students have a good understanding of what to look for.

The students will be asked to find 3 different websites and list the impacts they have had on the global economy. (Assessment)

Students will then create a business to create a website for and submit the topic to the teacher. (Exit Slip)

1. **Lesson 2: Web-Design**

**Standard:** *MSENGR-TS-3: The students will develop an understanding of how humans interact with systems*.

**Objective:** The student will be able to design a 5-page website that appears professional, unique, and trustworthy. The website will include text, pictures, and widgets.

Students will be given a short tutorial on weebly.com and wikispaces.com before being dismissed to the computers. The teacher will show students how to: create pages, add text, add pictures, and insert widgets.

The students will spend the rest of class designing their website. The website must contain at least 5 pages. The student will submit their chosen URL to the teacher where the teacher will check for at least 3 completed pages with appropriate text and pictures. (Assessment)

1. **Lesson 3: Web-Design widgets**

**Standard:** *MSENGR-TS-3: The students will develop an understanding of how humans interact with systems*.

**Objective:** The student will be able to design a business website that includes at least 3 different widgets.

This lesson will focus on the different widgets that students can use for their websites. The teacher will review popular widgets and then the students will be required to use at least 3 different widgets on their websites.

The students will continue work on their websites. The completed website will be due at the end of class. The teacher will check for 3 widgets on the students’ websites. (Assessment)

1. **Lesson 4: Peer-Assessment**

**Standard:** *MSENGR-TS-3: The students will develop an understanding of how humans interact with systems*.

**Standard:** *ENGR-STEM 2 – Students will identify the impact of engineering and technology within global, economic, environmental, and societal contexts.*

**Objective**: The student will be able to identify websites that contain professional, unique, and trustworthy components. The student will be able to identify how the website will impact the global economy.

The students will share their websites (culminating activity) with the class and peer-assess each site. This will be done in rotation form. Each student will have 5 minutes and a rubric to peer-assess each website. Websites are to be anonymous and students will grade each other based on the given rubric.

1. **Design for 7Es**
2. **Engage:** Students will be allowed to choose any type of product or business in which to advertise via website. Most students are interested in web design but for those who are not, at least they are getting to choose what they would like to “build a business” around.
3. **Explore:** Students will explore different business websites to determine what aspects make the websites professional, unique, and trustworthy. They will then take this information into account when creating their own websites.
4. **Explain:** The teacher will explain many different things such as how websites have impacted the global society, what makes business websites appear professional, unique, and trustworthy, and how to design websites using weebly.com and wikispaces.com.
5. **Elaborate:** In order for the students to recognize how the internet has impacted our global economy, I find it necessary to elaborate on a few, specific companies as examples. Students can then study these company websites in order to gain ideas on how to advertise globally for their business’ product or service.
6. **Evaluate:** The students will peer-assess each other’s website by using a teacher provided rubric that includes the following categories with explanations: appearance (is it professional? Is it trustworthy? Is it unique?), spelling and grammar, and functionality. In addition, the teacher will evaluate the students’ ability to design a website.
7. **Extend:** The teacher will invite various local business owners to present their business websites and answer questions from students. The students who have similar products/services will be asked to present their websites to the business owners for feedback.